Marking and feedback Policy

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RATIONALE

"Feedback plays a central role in securing students' learning, supporting them to know how to deepen their knowledge and understanding or improve their performance."

(Sherrington and Caviglioli, 2020, WalkThrus Vol 1)

This Fundamental is intended to provide guidance to teachers in how to provide feedback to pupils to ensure that pupils make progress in their work and how to streamline their marking to reduce workload and provide consistency.

MARKING VS FEEDBACK

Marking is often required in summative assessment to evaluate pupils' learning and enable us to give a judgement on performance, often compared to a standard or benchmark. This does not mean that the results of summative assessment cannot be used to provide formative feedback.

Feedback is one of the most powerful influences on learning and achievement and the EEF have found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF). Feedback serves to close the gap between what pupils know and what they do not know or to fill the gap between where they are and where they are going. In order for feedback to be effective, "it needs to be **understood** and **accepted** and to be **actionable** so that students can use it to secure improvements in their knowledge and performance". (Sherrington and Caviglioli, 2020).

Summative vs Formative: There is no way to tell from the assessment itself, necessarily, but you can tell by the way it is then used. If the test results are not then used to impact on teaching and learning then it is summative. If the assessment is used to adapt teaching and learning, then it is formative. As well as providing guidance on marking, this Fundamental focuses on formative and, as much as possible, live feedback.

FORMATIVE (LIVE) FEEDBACK

There are several benefits to implementing formative (live) feedback in lessons:

- Research shows that impact is highest when feedback is delivered by teachers.
- Low attaining pupils tend to benefit more from explicit feedback than high attaining learners.
- It identifies gaps in knowledge and skills.
- Improves student progress.
- Reduces workload.

Live feedback gives students instant feedback on their work. It enables them to make adjustments and improvements while they are still engaged in the learning process. Live feedback is 'timely' and 'specific' (EEF).

HOW TO IMPLEMENT FORMATIVE FEEDBACK

Effective feedback should support pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.

It is essential that as teachers we are giving feedback that moves the student forward. It is not enough to simply point out what is wrong. This is what Dylan Wiliam describes as 'TBU' (true but useless) feedback. He goes on to say that 'The secret of effective feedback is that saying what's wrong isn't enough; to be effective, feedback must provide **a recipe for future action.'** (Christodolou, 2019). When giving feedback, it must a) be an action, not a statement and b) focus on the student, not the piece of work.

You will naturally be taking live feedback from pupils throughout your lesson (during hinge points, when checking for understanding, during Q&A, in discussions), this document focuses on how to give effective feedback during and/or just after the independent practice section of the lesson.

For live feedback strategies to be successful, they must be planned in advance as part of your lesson. Live feedback, and effective teaching, rely on pupils understanding the content and task parameters, and understanding the success criteria they are working towards. The following table outlines how each stage of the PET feeds into effective live feedback.

Step	PET stage	Why?
Ensure recall of previous, relevant, content and skills	**Retrieval – reteach**	This ensures any previous knowledge required in independent practice is recalled and understood.
High quality instruction comes first	**Presenting new material**	This will ensure all pupils learn the content and/or skill being delivered.
Check for understanding	**Hinge point**	This will reduce the error rate in independent practice. Misconceptions about the content, skill and task are addressed here.

Applying learning to a task	**Independent practice**	This is the stage where live feedback on written work (or other piece) can be used to reduce teacher workload and make feedback more effective.
Live feedback strategies that focus on moving learning forwards (outlined in next section): **Individual live feedback** **Short feedback loops** **Whole class feedback** **Feedback as actions**		
Planning your next lesson	**(After a task / lesson)**	Where time constraints (or other) have not allowed full live feedback, consider whole class feedback and feedback as actions to move learning forwards in your next lesson.

FEEDBACK STRATEGIES

Each feedback strategy can be used in isolation. However, it may also be effective to combine strategies or employ several, one after the other.



INDIVIDUAL LIVE FEEDBACK

Model the task, provide success criteria	**Set the task, circulate with purpose and intent**	**Visit target pupils first, give specific feedback**	**May be verbal, may use marking codes**	**Pupils take action**
Pupils need to know what the desired outcome should look like. This provides a sense of purpose, aiming to meet the criteria.	Having modelled, set pupils to task aiming to meet the success criteria. Monitor actively, note who is struggling.	Based on your knowledge of the pupils, visit your target pupils first. These may be PP, SEND or LPA, for example, knowing that these pupils benefit most from explicit feedback.	Provide feedback, this will in most cases be verbal. If the task involves writing, it may be appropriate, and even faster, to add marking codes to pupil work.	Create a culture whereby pupils act on feedback immediately. This will allow them to make improvements while still engaged in the learning process.



SHORT FEEDBACK LOOPS (FROM WALKTHRUS)

Model the task, provide success criteria	**Set the task, circulate**	**Stop & review**	**Re-model and re-emphasise success criteria**	**Repeat and check progress**
Pupils need to know what the desired outcome should look like. This provides a sense of purpose, aiming to meet the criteria.	Having modelled, set pupils to task aiming to meet the success criteria. Monitor actively, note who is succeeding and who is struggling.	Pick a good moment to stop – when most students have completed enough of the task to make it meaningful. Examine pupils' responses, you could use the visualiser or outline common successes and challenges.	Give pupils feedback, outlining exactly where success criteria has been met and areas for improvement. Remodel the task, emphasising the most important content or skill or vocabulary. This can be very sharply focused. Check for understanding.	Ask pupils to continue or repeat from the start, depending on need. Pupils gain experience of re-drafting in a short cycle and deepening their understanding of what success looks like. You may repeat the cycle 2-5 times to build fluency.



WHOLE CLASS FEEDBACK (FROM WALKTHRUS) **WCF**

Read through pupils' work	**Note the strengths**	**Note areas for improvement**	**Give the feedback**	**Give improvement time**
This can be done during the lesson or at the end, ask pupils to leave books open to speed up the process. If after the lesson, it must be timely so feedback can be given next lesson, forming part of the flow of ideas in your teaching sequence.	Identify common areas of strength, note this down (this could be on a pro-forma if helpful – see Appendix 2). Be sure to feedback on strengths so these are reinforced and to prompt those not yet doing them. Record a few examples of excellent work to showcase.	Make a manageable list of common misconceptions, spelling errors, knowledge errors and other areas for improvement. As the feedback will be public, don't attach errors to pupils. Do note, however, those who may need additional individual feedback.	In the next lesson, hand back the work and present your feedback to the whole class. This could be in a presentation or using a visualiser. For some classes, a copy of the feedback sheet may be useful, but this is not necessary.	As soon as you have given the feedback, <u>give students time</u> to make improvements. They need to identify the common errors in their work and make improvements in line with the feedback. Seek out individuals for one-to-one feedback as needed.



FEEDBACK AS ACTIONS (FROM WALKTHRUS)

Rather than a step by step guide, this strategy offers a 5 discrete options to consider.				
Re-draft or redo	**Rehearse or repeat**	**Revisit and respond to more questions**	**Re-learn material and re-test**	**Research and record**
Linking to the above 3 strategies, give students time to improve a piece of work by repeating it one or more times. Either give specific actionable comments or ask pupils to compare their own work to exemplar work.	Ask pupils to focus on specific aspects of learning that they have already encountered, to improve confidence or fluency. Improvement through repetition can be secured in a range of contexts.	Instead of making corrections on a complex array of previous questions – a time-consuming endeavour, it can be quicker and more productive to re-teach some key elements and set a fresh set of questions. This can be a useful strategy following whole-class feedback.	Where pupils have been required to learn a specific knowledge area but have gaps in their recall, the feedback can be to identify which specific areas they find hard to recall and then re-learn these areas.	Perhaps suited to older pupils and to longer pieces of work, pupils' work can be improved using wider references. Feedback can be that pupils should do some focused research to include more ideas, texts, case studies or examples in their work, making an improved version of their original work.

MARKING AND FEEDBACK IN DIFFERENT SUBJECTS

MARKING AND FEEDBACK OF WRITING

Verbal feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

During skills lessons, the teacher will give live feedback. Where appropriate the teacher will use marking codes in the margin. The pupils will respond to in the moment feedback- in years 2-6 using a purple editing pen and pencil in Y1.

In cases where the teacher has been unable to give all pupils live feedback, a quick 'whole class feedback' strategy should be used and feedback given, and acted upon immediately, at the start of the next lesson. See Appendix 2 for pro-forma to be adapted as required.

After the 'long write' lesson at the end of each unit, the teacher will provide pupils with next steps. Pupils will then be expected to act upon these next steps in their editing lesson.

Teachers only need to write comments on pupil work where this supports learning.

Teachers should take a gradual approach to reducing the scaffolding of marking throughout the year, so that pupils are able to apply their editing skills more independently. For example, providing marking codes on the line or at the end of the paragraph/piece of work. This needs to be appropriate to individual needs of pupils. (see appendix 1)

Incorrect spellings should be identified appropriate to age and stage with the opportunity to overlearn. (see appendix 1)

MARKING AND FEEDBACK OF READING

- All questions to be self-marked by pupils in years 2-6 with a purple pen and pencil in Y1 after the quick quiz and at the end of the lesson.
- Teachers give live feedback during all parts of the reading lesson, all feedback is verbal
- Pupils will respond to live feedback, as it is given, in purple pen or pencil.
- Extension task – pupils write their own question on the VIPER that has been focused upon
- Live feedback (all verbal) will include:
    - Positive feedback on answers
    - Next steps for pupils (e.g. need more evidence, answer is incorrect)
- There is no expectation of written marking of reading. Where live marking has not been possible, there will be teacher acknowledgment of progress towards the learning objective (LO) and feedback provided in the next lesson as applicable.

Please refer to the Futura Primary Reading Handbook for further detail.

MARKING AND FEEDBACK OF FOUNDATION SUBJECTS

Each lesson, teachers mark against the learning objective (LO). In odd year groups, the LO will be accompanied by a task at the 'basic' level whilst in even year groups there are two tasks: one at an 'advancing' level and one at a 'deep' level. **High levels of expectations of handwriting and spellings will remain and addressed as per writing in English books.**

The tasks achieved against the LO are doubled ticked by the teacher when fully met, ticked once when partially met and dotted to show that the LO has not been met. We would expect pupils working at greater depth to have ticks against most of the 'deep' tasks. This informs the class teacher's future planning, for example the class teacher reteaching that Futura objective within a future theme or in the case of 'odd' year groups, informing the next year's teachers of the areas where the class/ members of the class need extra support.

Every long term, the class teacher enters their teacher judgement for each foundation subject onto Bromcom, informed by the pupils' work, homework and participation in class throughout the term. In even year groups, they are given the following grade:

WTS – Basic (Working towards Mastery)
EXS – Advancing (Sustained Mastery)
GDS – Deep (Greater depth)

There is a possibility that a pupil may not meet the basic level. This is very rare due to adaptive teaching strategies, such as scaffolding. However, if it were to occur, the class teacher would give the pupil 'WTS' on Bromcom and notify their future class teacher, during their handover meeting, about the learning objectives where basic has not been met.

Subject leaders then use this data to inform curriculum action plans.

To ensure all learning objectives have been covered and so that subject leaders and class teachers have an overview of the learning objectives that have been taught, medium-term plans are highlighted in green when they have been taught.

MARKING AND FEEDBACK OF MATHS

Pupils are initially assessed during the hinge point question. Once further modelling has been given to a focus group, marking and feedback takes place during independent practice. This often involves self-marking in years 2-6 by the pupils in purple pen against answer sheets and pencil in year 1. Here the teacher would also

employ individual live feedback and whole class feedback as appropriate. The teacher double ticks in a green pen against both Task 1 (expected level) and Deepening (greater depth level) when the child meets the objective at this level of difficulty. Any marking by a teaching assistant is in black.

Adaptations

To ensure that every pupil makes maximum progress across the curriculum, we must teach adaptively – this involves two specific elements:

1. Adaptations we make *before* the lesson – for example, scaffolds to support working memory and reduce complexity, worked examples, pre-teaching, seating plans, targeted planned TA support.

2. Adaptations we make *during* the lesson in response to our continuous (and planned) checking for understanding.

3. Assessments may lead to the delivery of PIXL therapy interventions

Examples of adaptive teaching are provided below (list not exhaustive):

- Recognising where some pupils need specific help with their English skills, e.g. if they are dyslexic.
- Providing resources such as phonics mats and writing frames to scaffold pupils' learning. **In addition phonics mats should also always be available to those children receiving phonics intervention in all year groups.**
- Identifying pupils who would benefit from more support in an area of their learning and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed.
- Making sure pupils who need it are extended through the use of additional, more demanding and open-ended tasks and planned challenges within each lesson.
- Teachers and teaching assistants (if applicable) will work with a target group of pupils every lesson.
- Make use of information technology such as seesaw to adapt teaching.

Appendix 1

Marking codes

/	Finger spaces between words
P	Punctuation error
CL	Capital letters
SP	Spelling error
^	Something has been left out
?	Does this make sense?
//	New paragraph
VF	Verbal feedback given
WCF	Whole class feedback
S	Adult support needed
✓✓	When the objective/activity is met
✓	When the objective has been partially met
.	When objective has not been achieved

In different year groups:

- Foundation – ticked, double ticked or dotted LO only.
- Y1-6 – All LOs are dotted, ticked or double ticked.
- Y1 – code is next to the error. One spelling error written at bottom, child repeats three times.

- Y2 – code in margin, error underlined. 1-2 spelling errors written at bottom, child repeats.
- Y3-Y4 – code in margin, error underlined. Where appropriate, for some children, underline disappears.
- Y5 – code in margin, no underline.
- Y6 – code in margin, no underline, code gone by Christmas.
- (Years 3-6 – no more than 3 spelling errors are picked up and practiced.)
- (From Year 3, teacher may not write out correct spelling if child is able to work out error or use dictionary – base this on child ability.)
- ALL children – crossing out of work should be one line.
- Spelling errors that are marked must be age appropriate and ability appropriate.

When children take action:

- Y1 – in pencil
- Y2-Y6 – in purple pen